

Getting Started



Nutrition and Physical Activity

Seven Lessons

Unit Goals

Students will comprehend the causes of foodborne illnesses.

Students will demonstrate the ability to prevent foodborne illnesses using appropriate food handling practices.

Students will comprehend the benefits of healthy eating and daily physical activity, including the benefit of weight management.

Students will comprehend the relationship between self perception, body image, body weight, and physical activity.





Students will analyze how their perception of weight influences healthy eating and being physically active.



Students will demonstrate the ability to recognize and manage environmental influences, personal preferences, restrictions, and barriers that affect food selection, physical activity, and obtaining the appropriate amount of sleep.

Students will demonstrate the ability to set health-enhancing personal dietary and physical activity goals based on the federal guidelines and recommendations and to develop a plan to achieve the goals.

Students will demonstrate the ability to support others in choosing healthy foods and physical activities.

Before You Begin

1. Review the lessons and the materials you will need.
2. Duplicate the needed student worksheets and handouts , teacher masters , student self-assessments , and family resource sheets .

3. Decide if you will use transparencies or PowerPoint slides  as you present the lessons. Any slides needed are listed in the Time and Materials Chart at the beginning of each lesson and on the Materials list at the end of this Getting Started section. They can be found on the flash drive that accompanies this manual and in hard copy within the manual. If you will be using transparencies, prepare them from the PowerPoint or hard copies. Obtain the appropriate projection equipment
4. Read the Extension Activities  described in each lesson and decide which ones you want to use with your students. Extension Activities are designed to accomplish two things.
 - Reinforce the health messages taught in the lessons by promoting a healthy environment outside the classroom, such as in the cafeteria, on the playground, and in the community.
 - Integrate health education into other academic areas, such as language arts, social studies, science, and art.

If the Extension Activities require materials, check to see if they are provided with your instructional materials. If they are not, contact your Regional Health Coordinator, the vendor indicated in the lesson, or the Michigan Model for Health Clearinghouse (888-517-6195). If the activities require guest presenters, contact them early.

Vocabulary Words

aerobics	foodborne	posture
analysis	goal	protein
antibiotic	illustrates	recommendations
appearance	inactivity	recreational
bacteria	influence	resources
bladder	inherit	savvy
body type	interview	sewage
calcium	investigate	slogan
calories	kidney	soluble
carbohydrate	microscopic	strep throat
cavities	minerals	stress
characteristic	MyPlate	supportive
consume	nutrients	thermometer
culprit	nutritious	tuberculosis
decompose	organism	underweight
diarrhea	overweight	unique
eating disorders	personalize	vitamins
encouragement	physical activity	vomiting
environment	pink eye	whole grains
flexibility	pneumonia	

Assessment

Review the information on using student assessment in these sections of this manual: Overview of the *Michigan Model for Health™* and How to Use the Manual.

Curriculum-embedded assessment tools are provided at the end of many lessons in the form of rubrics and checklists for scoring student work. These assessments were developed specifically for the instructional activities in the lessons. In this unit, they can be found in the following lessons:

Lesson 1:

CSI: Foodborne Illness

“Assessment Rubric for Skill Development: CSI: Foodborne Illness Mysteries”

Student Self-Assessment Rubric: “CSI: Foodborne Illness Mysteries”

Lesson 2:

Benefits of Healthy Eating and Physical Activity

“Assessment Rubric for Skill Development: Diet and Activity Level Slogans and Posters”

Student Self-Assessment Rubric: “Diet and Activity Level Slogans and Posters”

Lesson 3:

My Plan for Healthy Eating and Physical Activity

“Assessment Rubric for Skill Development: My Nutrition and Physical Activity Recommendations”

Student Self-Assessment Rubric: “My Nutrition and Physical Activity Recommendations”

Lesson 4:

Built to Last

“Assessment Rubric for Skill Development: What Would You Tell This Friend?”

Student Self-Assessment Rubric: “What Would You Tell This Friend?”

Lesson 5:

Strategies for Healthy Physical Activity, Eating, and Sleep

“Assessment Rubric for Skill Development: Strategies for Dealing With Negative Personal Influences”

Student Self-Assessment Rubric: “Strategies for Dealing With Negative Personal Influences”

Lesson 6:

Making a Plan for Healthy Eating and Physical Activity – Part One

“Assessment Rubric for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity”

“Assessment Checklist for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity”

Student Self-Assessment Rubric: “My Plan for Healthy Eating AND My Plan for Physical Activity”

Student Self-Assessment Checklist: “My Plan for Healthy Eating AND My Plan for Physical Activity”



Lesson 7:

Making a Plan for Healthy Eating and Physical Activity – Part Two

“Assessment Rubric for Skill Development: Peer Support for SMART Goals”

“Assessment Rubric for Skill Development: My Plans and Logs for Healthy Eating and Physical Activity”

Student Self-Assessment Rubric: “Peer Support for SMART Goals”

Student Self-Assessment Rubric: “My Plans and Logs for Healthy Eating and Physical Activity”

Family Involvement

A cooperative partnership with your students’ families will go a long way towards making health education as effective as possible. Young people need consistent messages regarding health habits. This can happen when families and other caring adults model health habits, talk with young people about health, and reinforce positive health behaviors they notice. To help you achieve this partnership, families and other caring adults are encouraged to take an active role. In this unit, families can be invited to serve as classroom assistants in any of the lessons. Family resource sheets are also included. Duplicate these handouts for distribution to the families of your students. They contain health information that complements the topics covered in the unit and activities families can do together to augment and reinforce the learning occurring at school. Family resource sheets are available with the following lessons:

Lesson 1: CSI: Foodborne Illness

“Keeping Your Family Safe From Foodborne Illness”

Lesson 4: Built to Last

“Helping Children Eat Healthy and Play Hard”

Lesson 7: Making a Plan for Healthy Eating and Physical Activity – Part Two

“Setting Goals to Eat Healthy and Play Hard”

Review the suggestions for use of these family resource sheets in the How to Use the Manual section.

Informational Resources: Websites and Phone Numbers

The following websites offer reliable nutrition and physical activity information. Many of the sites are noted in the lessons. Other sites are included as references for you. Check the Michigan Model for Health Clearinghouse website for additional Internet links that have been placed on their site as a service to you at www.mmhclearinghouse.org.

- American Academy of Pediatrics: www.aap.org/
- American Academy of Pediatrics, Parents’ website: www.healthychildren.org/
- American Dietetic Association: www.eatright.org/
- Centers for Disease Control and Prevention, Physical Activity and Nutrition Information: www.cdc.gov
- Federal Citizen Information Center, FirstGov for Kids: <http://www.kids.gov/>

- Institute of Medicine of the National Academies, Information on Water: www.iom.edu
- International Food Information Council, Health Information and Activities for Parents and Kids: www.Kidnetic.com
- Michigan Action for Healthy Kids Coalition: www.actionforhealthykids.org
- Michigan Department of Health and Human Services and Michigan Department of Education, *Healthy Kids Healthy Weight: Tips for Families With Kids of All Shapes and Sizes*: www.mihealthtools.org/schools
- Michigan Department of Education, Brain Breaks: www.emc.cmich.edu/BrainBreaks/
- National Dairy Council Nutrition Explorations: www.nutritionexplorations.org/kids
- National Institutes of Health: www.nih.gov
- National Institutes of Health, Milk Matters: <http://www.nichd.nih.gov/milk/kidsteens.cfm>
- Produce for Better Health Foundations: www.fruitsandveggiesmorematters.org
- U.S. Department of Agriculture, 2010 Dietary Guidelines for Americans: www.health.gov/dietaryguidelines/
- U.S. Department of Agriculture, Food Labels: <http://www.cfsan.fda.gov/~dms/flquiz1.html>
- U.S. Department of Agriculture, Food Labels: <http://www.cfsan.fda.gov/~dms/foodlab.html>
- U.S. Department of Agriculture, MyPlate: www.ChooseMyPlate.gov
- U.S. Department of Agriculture, Team Nutrition: <http://www.fns.usda.gov/>
- U.S. Department of Health and Human Services, 2010 Dietary Guidelines for Americans: www.healthierus.gov/dietaryguidelines
- U.S. Department of Health and Human Services, Family History: www.hhs.gov/familyhistory
- University of Michigan Health System, Information on Water: www.med.umich.edu

Student Learning Objectives

Lesson Titles and Objectives, Correlated With National Health Education Standards

Nutrition & Physical Activity	
Lesson Objectives	National Health Education Standards
Lesson 1: CSI: Foodborne Illness	
Identify the causes of foodborne illness.	Core Concepts
Analyze personal food handling practices to prevent foodborne illnesses.	Self Management
Lesson 2: Benefits of Healthy Eating and Physical Activity	
Analyze the benefits of healthy eating and being physically active.	Core Concepts
Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.	Self Management
Lesson 3: My Plan for Healthy Eating and Physical Activity	
Analyze the benefits of healthy eating and being physically active.	Core Concepts
Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.	Self Management
Lesson 4: Built to Last	
Describe the relationship of self perception, body image, body weight, and physical activity.	Core Concepts
Analyze how one's own perception of weight influences healthy eating and being physically active.	Analyzing Influences
Explain how weight management is influenced by healthy eating and being physically active.	Core Concepts
Lesson 5: Strategies for Healthy Physical Activity, Eating, and Sleep	
Describe environmental influences that encourage or discourage physical activity.	Self Management
Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.	Self Management
Lesson 6: Making a Plan for Healthy Eating and Physical Activity – Part One	
Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.	Self Management and Goal Setting
Lesson 7: Making a Plan for Healthy Eating and Physical Activity – Part Two	
Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.	Self Management and Goal Setting
Demonstrate the ability to support others to choose healthy foods and be physically active.	Self Management

National Health Education Standards

Lesson #	Core Concepts	Analyzing Influences	Accessing Information	Interpersonal Communication	Decision Making	Goal Setting	Self Management	Advocacy
Lesson 1: CSI: Foodborne Illness	X						X	
Lesson 2: Benefits of Healthy Eating and Physical Activity	X						X	
Lesson 3: My Plan for Healthy Eating and Physical Activity	X						X	
Lesson 4: Built to Last	X	X						
Lesson 5: Strategies for Healthy Physical Activity, Eating, and Sleep							X	
Lesson 6: Making a Plan for Healthy Eating and Physical Activity – Part One						X	X	
Lesson 7: Making a Plan for Healthy Eating and Physical Activity– Part Two						X	X	

Materials

The materials used in the *Michigan Model for Health™* are categorized into three types:

- **Health Education Resources:** Materials obtained from your Regional Health Coordinator, regional materials center, or ordered from the vendor*
- **Teacher Manual Resources:** Materials found in the manual, such as student worksheets, teacher references, and so on
- **Supplied by the Teacher:** Materials typically found in the classroom or school, such as pencils, writing paper, art supplies, and so on

* If you have questions about any of the materials used in the *Michigan Model for Health™* or how to obtain them, phone the Michigan Model for Health Clearinghouse. They will help you locate what you need.

Phone: 888-517-6195

This list includes all of the materials needed for this nutrition unit. Following each item listed, the number of the lesson(s) where the item is used is indicated for your reference.

MATERIALS	LESSON NUMBERS						
	1	2	3	4	5	6	7
Health Education Materials							
• Foodborne Illness Cards: "Causes of Foodborne Illness," Educational Materials Center	X						
• Poster Set: "Food Safety Rules," Michigan Model for Health Clearinghouse	X						
• Poster: "Keep G-E-R-M-S Away," Michigan Model for Health Clearinghouse	X						
• Video [DVD]: <i>MyPlate and You: Learning about Nutrition, Health and Exercise</i> , Human Relations Media (16 minutes)		X					
• Video [DVD]: <i>Say Know to Diets</i> , Human Relations Media (14 minutes, edited version)				X			
• Poster: "Everyone is Different. So, What is Normal?" Oregon Dairy Council				X	X		
• Teacher Reference Pamphlet: "Eating Disorders: What? Why?" ETR Associates				X			
• Teacher Reference Pamphlet: "Eating Disorders: What Everyone Should Know," American College Health Association				X			
• Teacher Reference Booklet: "Eating Disorders: They Can Be Treated," Channing Bete				X			
• Physical Education Lessons on Body Image: <i>Every Body Is Good</i> , online at www.emc.cmich.edu/ebig (Extension Activity)				X			
• Poster: "50 Ways to Put Physical Activity Into Your Life," Learning Zone Xpress						X	

MATERIALS		LESSON NUMBERS						
		1	2	3	4	5	6	7
Teacher Manual Resources								
Materials to Duplicate								
• Teacher Master: "CSI: Foodborne Illness Mysteries"	X							
• Student Self-Assessment Rubric: "CSI Foodborne Illness Mysteries"	X							
• Family Resource Sheet: "Keeping Your Family Safe From Foodborne Illness"	X							
• Student Worksheet: "Healthy Eating and Physical Activity"		X						
• Student Handout: "Check It Before You Chew It!"		X						
• Student Handout: "Food Size Savvy"		X						
• Student Self-Assessment Rubric: "Diet and Activity Level Slogans and Posters"		X						
• Student Worksheet: "My Nutrition and Physical Activity for 24 Hours"		X	X					
• Student Handout: "Madison's Daily Food Plan"			X					
• Student Handout: "Andrew's Daily Food Plan"			X					
• Student Worksheet: "My Nutrition and Physical Activity Recommendations"			X					
• Student Handout: "1600 Calorie Daily Food Plan" (Suggestion)			X					
• Student Handout: "1800 Calorie Daily Food Plan" (Suggestion)			X					
• Student Handout: "2000 Calorie Daily Food Plan" (Suggestion)			X					
• Student Handout: "2200 Calorie Daily Food Plan" (Suggestion)			X					
• Student Handout: "2400 Calorie Daily Food Plan" (Suggestion)			X					
• Student Handout: "2600 Calorie Daily Food Plan" (Suggestion)			X					
• Student Self-Assessment Rubric: "My Nutrition and Physical Activity Recommendations"			X					
• Teacher Master: "What Would You Tell This Friend? Situation Cards"				X				
• Student Self-Assessment Rubric: "What Would You Tell This Friend?"				X				
• Student Handout: "Olivia's Daily Food Plan"				X				
• Student Handout: "Brianna's Daily Food Plan"				X				
• Student Handout: "Samantha's Daily Food Plan"				X				
• Student Handout: "Ethan's Daily Food Plan"				X				
• Student Handout: "Jose's Daily Food Plan"				X				
• Student Handout: "James' Daily Food Plan"				X				
• Student Worksheet: "What Would You Tell This Friend?"				X	X			
• Family Resource Sheet: "Helping Children Eat Healthy and Play Hard"				X				
• Student Worksheet: "Negative Influences on My Eating and Physical Activity Habits"					X	X		

MATERIALS	LESSON NUMBERS						
	1	2	3	4	5	6	7
• Student Self-Assessment Rubric: "Strategies for Dealing With Negative Personal Influences"					X		
• Student Worksheet: "My Plan for Healthy Eating"						X	X
• Student Worksheet: "My Plan for Physical Activity"						X	X
• Student Self-Assessment Rubric: "My Plan for Healthy Eating AND My Plan for Physical Activity"						X	
• Student Self-Assessment Checklist: "My Plan for Healthy Eating AND My Plan for Physical Activity"						X	
• Student Worksheet: "Getting Peer Support for SMART Goals"							X
• Student Worksheet: "My Activity Log"							X
• Student Worksheet: "My Nutrition Log"							X
• Student Self-Assessment Rubric: "Peer Support for SMART Goals"							X
• Student Self-Assessment Rubric: "My Plans and Logs for Healthy Eating and Physical Activity"							X
• Family Resource Sheet: "Setting Goals to Eat Healthy and Play Hard"							X
Slides to Prepare							
• Slide Master: "Helpful Bacteria"	X						
• Slide Master: "Harmful Bacteria – Part One"	X						
• Slide Master: "Harmful Bacteria – Part Two"	X						
• Slide Master: "Cook"	X						
• Slide Master: "Clean"	X						
• Slide Master: "Separate"	X						
• Slide Master: "Chill"	X						
• Slide Master Set: "Madison's and Andrew's Daily Food Plans"			X				
• Slide Master: "How Am I Doing? Part 1"			X				
• Slide Master: "How Am I Doing? Part 2"			X				
• Slide Master: "Idealized Body Types"				X			
• Slide Master: "Say Know to Diets: Video Discussion Questions"				X			
• Slide Master: "What Would You Tell This Friend? Discussion Questions"				X			
• Slide Master: "What Would You Tell This Friend? Suggestions"					X		
• Slide Master: "Food, Physical Activity, and Environment"					X		
• Slide Master: "Environmental Influences"					X		
• Slide Master: "Strategies Learned From a Parent or Other Trusted Adult"						X	
• Slide Master: "Setting SMART Goals"						X	
• Slide Master: "Sample Goals"						X	
• Slide Master: "My Strengths, My Improvements"						X	
• Slide Master: "Share a SMART Goal"							X
• Slide Master: "Reach for Goals"							X

MATERIALS		LESSON NUMBERS						
		1	2	3	4	5	6	7
Teacher Keys and References								
• Teacher Reference: "Bacteria and Foodborne Illness Questions and Answers"	X							
• Teacher Key: "Foodborne Illness Card Categories"	X							
• Teacher Key: "CSI: Foodborne Illness Mysteries"	X							
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: CSI Foodborne Illness Mysteries"	X							
• Teacher Key: "Healthy Eating and Physical Activity"		X						
• Teacher Reference: "Visualizing Amounts" (Extension Activity)		X						
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Diet and Activity Level Slogans and Posters"		X						
• Teacher Reference: "Sample Daily Food Plans for Sixth Grade Students"			X					
• Teacher Key: "Madison's and Andrew's Daily Food Plans"			X					
• Teacher Reference: "Daily Food Plans for Sixth Graders" (Suggestion)			X					
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: My Nutrition and Physical Activity Recommendations"			X					
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: What Would You Tell This Friend?"				X				
• Teacher Keys: "What Would You Tell This Friend? Olivia, Brianna, Samantha, Ethan, Jose, and James"				X	X			
• Teacher Reference: "Environmental Influences on Healthy Eating and Physical Activity"					X			
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Strategies for Dealing With Negative Personal Influences"					X			
• Teacher Reference: "Sample Goals"						X		
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity"						X		
• Teacher Reference—Assessment: "Assessment Checklist for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity"						X		
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Peer Support for SMART Goals"							X	
• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: My Plans and Logs for Healthy Eating and Physical Activity"								X
Supplied by the Teacher								
Equipment								
• AV equipment (Suggestion)	X	X						
• Projector	X		X	X	X	X	X	
• Computer with Internet access (Extension Activity, Suggestion)	X	X	X	X				

MATERIALS		LESSON NUMBERS						
		1	2	3	4	5	6	7
• Computer lab with Internet access (Extension Activity)	X							
• LCD Projector (Suggestion)				X				
• Printer (Suggestion)				X				
Miscellaneous								
• Video clip of a popular television crime investigation program (Suggestion)	X							
• Slides	X		X	X	X	X	X	X
• Pens or pencils	X	X	X	X	X	X	X	X
• Tape	X					X		X
• Baseball, not a softball (Extension Activity)		X						
• Two 9-volt batteries (Extension Activity)		X						
• CD in plastic case (Extension Activity)		X						
• Small computer mouse (Extension Activity)		X						
• Deck of cards (Extension Activity)		X						
• Tablespoon (Extension Activity)		X						
• Ping pong ball (Extension Activity)		X						
• Chart paper		X				X		X
• Crayons and markers		X				X		X
• Folders or file folders, one per student		X	X	X	X	X	X	X
• Posters of slogans created by students during Lesson 2			X					
• Printer paper (Suggestion)			X					
• Magazines (Suggestion)				X				
• Writing paper				X			X	X
• Container to hold slips of paper								X
• Envelopes, one per student								X

